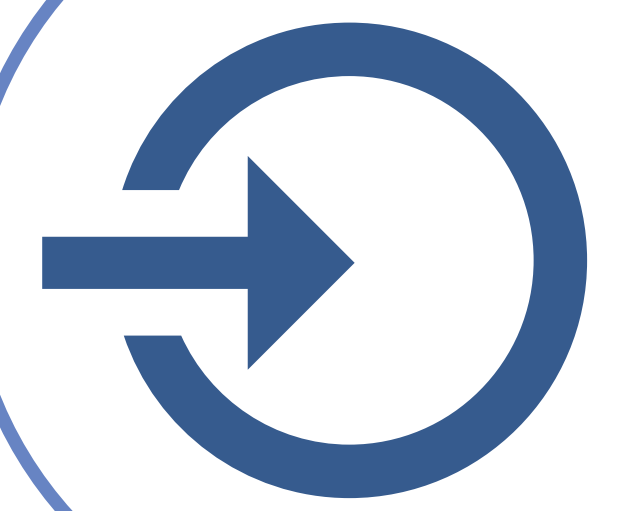


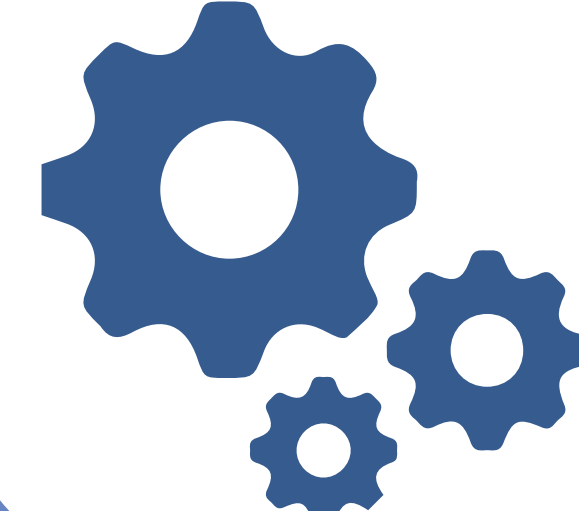
Translation of Developmental Screening Tools: Perspective of Cultural and Linguistic Appropriateness

Serra Acar, Ph.D. (acars@wou.edu) & Patricia M. Blasco, Ph.D. (blascop@wou.edu)
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Introduction

- The non-English-speaking child population in the United States has increased significantly.
- Professional organizations (e.g., American Speech Language Hearing Association [ASHA], Division for Early Childhood [DEC], and National Association for Education of Young Children [NAEYC]) recommend that practitioners use assessment materials and strategies that are appropriate for the child's cultural and linguistic background.
- It is promising that screening tools are translated into other languages (Bornman, Jevcik, Romski, & Pae, 2010; Fallah, Islami, & Mosavian, 2011; Janson, & Squires, 2004; Saihong, 2010).
- However, the translation protocols merely focus on ensuring linguistic equivalence (Musquash & Bova, 2007; Pena, 2007).
- Only a few of them provide evidence on cultural appropriateness, psychometric equivalence, and utility of the tool in the translated culture (Campos, Squires, & Ponte, 2010; Dionne, Squires, Leclerc, Peloquin, & McKinnon, 2006; Heo, Squires, & Yovanoff, 2008).
- Purpose:
 - To examine linguistic, functional, cultural, and metric equivalence of the screening tools that are translated into other language(s), and
 - To provide guidelines for future translation studies.



Methods

Inclusion criteria

- Valid and reliable developmental screening tool
- Appropriate for use with children between birth and age five
- Available for parents, other caregivers, or professionals
- Provides a technical manual or a user's guide
- Translated into other languages than English
- The second author independently conducted the search procedures to obtain inter-rater reliability
- No disagreement was found

Sample

1. Ages and Stages Questionnaires: 3rd Edition (ASQ:3rd Ed.)
2. Ages and Stages Questionnaires: Social-Emotional (ASQ:SE)
3. Battelle Developmental Inventory, 2nd Edition Screening Test (BDI-2 Screening Test)
4. Brigance Early Childhood Screens II
5. Denver Developmental Screening Test II (DDST-II)
6. Developmental Indicators for the Assessment of Learning (DIAL-4)
7. Early Screening Inventory-Revised (ESI-R)
8. Infant Development Inventory (IDI)
9. Kent Inventory of Description Developmental Skills – 3rd Edition (KIDS)
10. Learning Accomplishment Profile-Diagnostic Screens (LAP-D Screens)
11. Parents' Evaluation of Developmental Status (PEDS)
12. Parents' Evaluation of Developmental Status: Developmental Milestones (PEDS:DM)
13. Pediatric Symptom Checklist (PSC)
14. Survey of Well-being of Young Children (SWYC)



Key Points

- Cross-cultural research is beneficial from theoretical and practical purposes.
- Existing translated, culturally-adapted, and validated questionnaires are invaluable when they are available.

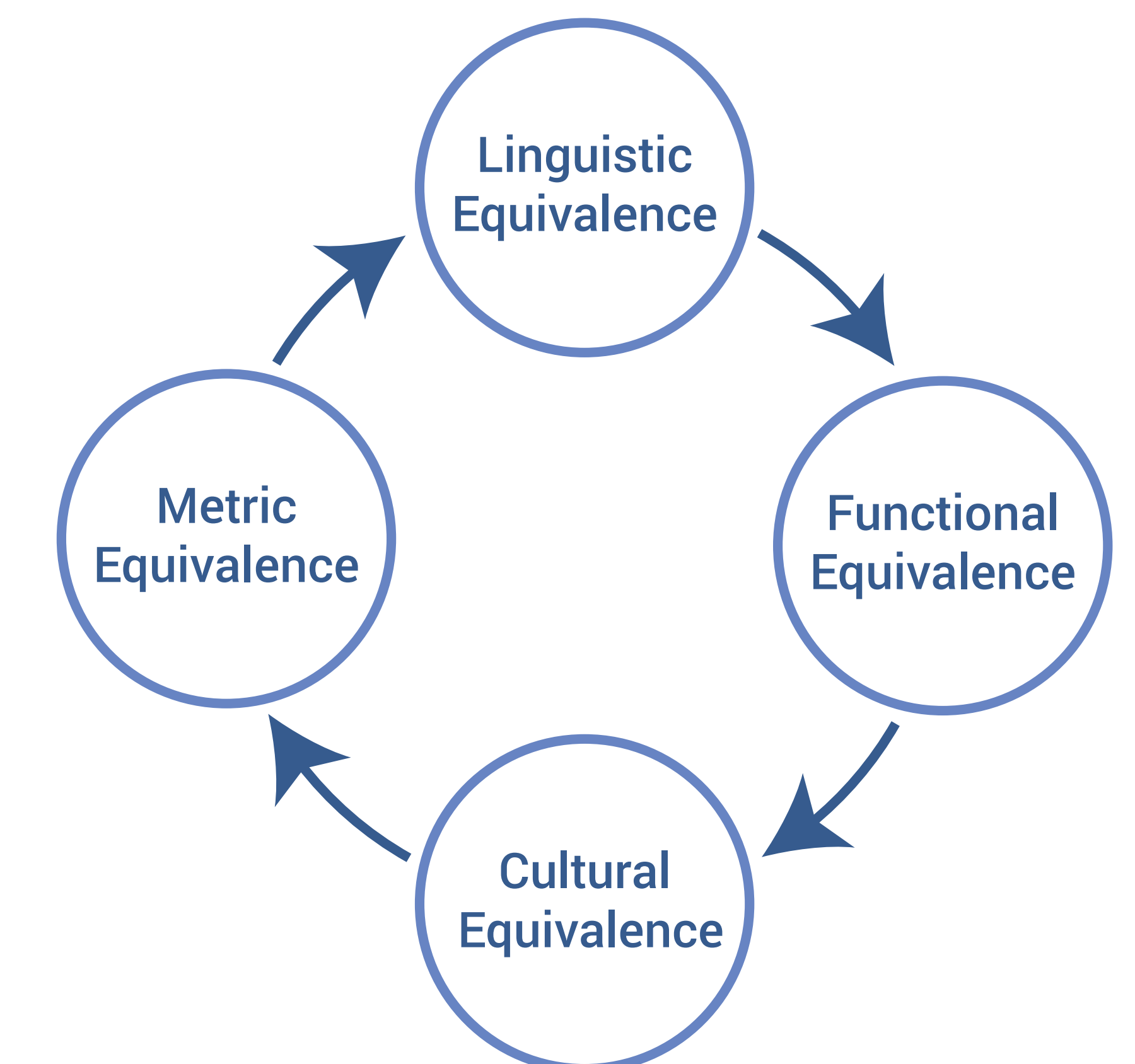


Figure 1. Components of the translation process. Figure 1 is adapted from Peña, 2007.



Objectives

Participants will:

- Examine the importance of cross-cultural research from both theoretical and practical perspectives, and
- Discover linguistic and cultural variations across screening tools.



Results

| Cultural adaptations | Utility of the tool in translated culture(s) | Translation protocol (e.g., pilot test, revisions, etc.) | Reliability and validity studies for children with special needs | Reliability and validity in translated language(s) |
|------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------|
| ASQ:3 rd Ed., ASQ:SE, Battelle, Denver II, PEDS, SWYC | ASQ:3 rd Ed., ASQ:SE, PEDS, PSC | ASQ:3 rd Ed., ASQ:SE, PEDS & PEDS:DM, SWYC | ASQ:3 rd Ed., BDI-2 Screening Test, Brigance II, Denver II, DIAL-4, PEDS:DM, SWYC | ASQ:3 rd Ed., ASQ:SE, DIAL-4, PEDS |

Implications for Practice and Research

- There is a need to document the translation process, including items that were challenging to translate. In addition, question sets, procedures, and coding schemes may require cultural adaptation.
- There is a need to disseminate the translated tool including the manual to researchers and users.

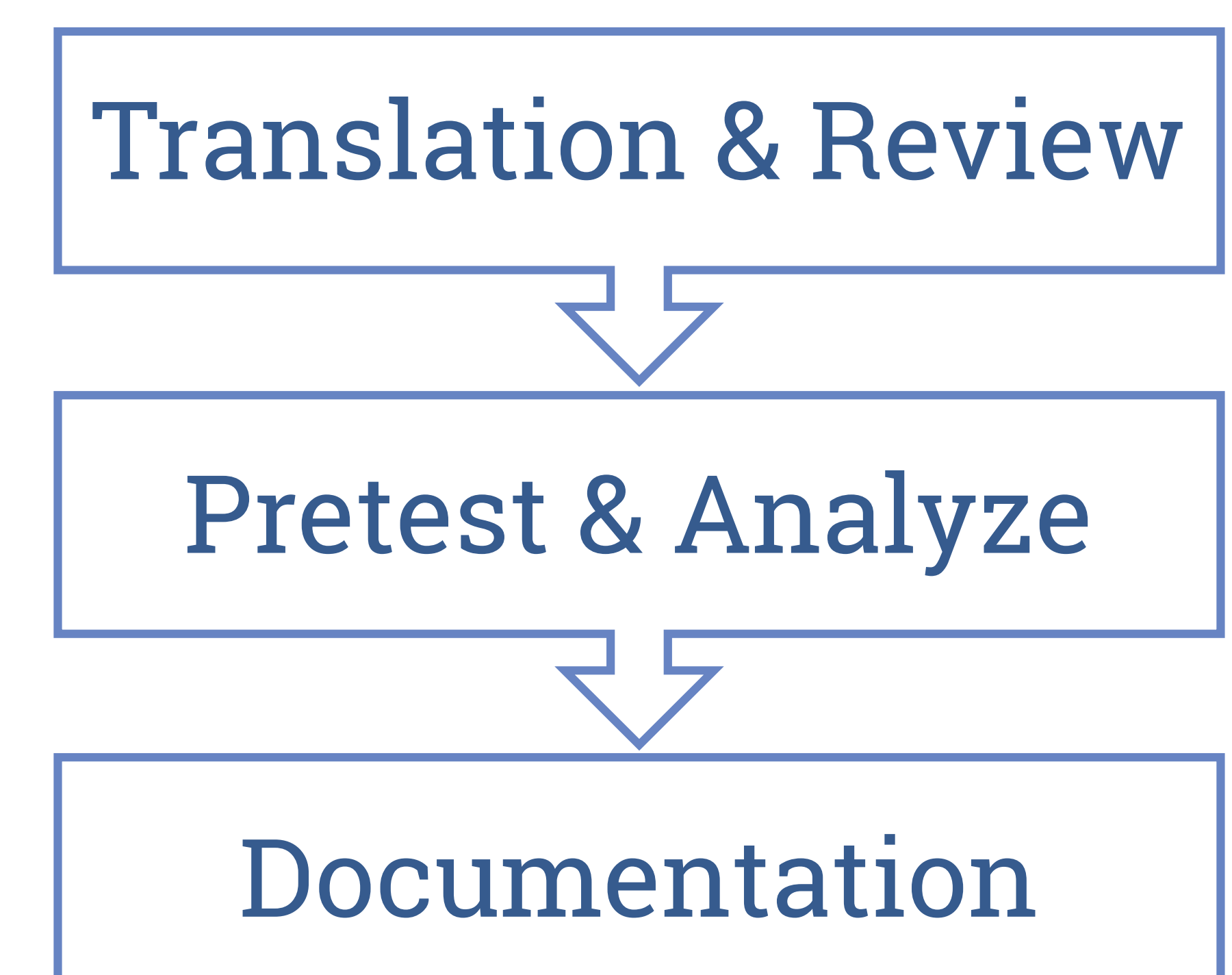


Figure 2. Guidelines for translating tools in cross-cultural research.